Toni Hayes

RDG 4402

Student Biography

Jasmine- 3rd grade

Jasmine is a beautiful little girl that says she really likes to read and reads a little better than her friends. At first, Jasmine seemed very shy and reserved, but she quickly began to loosen up and relax. She is in the third grade at Bishop Elementary and according to her Reading, Interest and Attitude assessment; she enjoys sports, humor and history. While talking to Jasmine and completing the Interest and Motivation assessments, Jasmine seems like she really enjoys reading and she really enjoys books but when we did other assessments such as the Fry’s list and the Quick Phonic Screener, she did not do so well. I was not expecting the results that occurred from the assessments. I knew I would receive a child that was probably on the low end of her class because the principal informed each of the Texas Wesleyan teachers on the first day, that the students were low performers.

What surprised me about Jasmine was that she could not read a great deal of sight words. While doing the Fry’s list assessment, she struggled on a many of the words. So she would not shut down we modified the assessment. Instead of her having to struggle through the whole list and get frustrated, instead of reading down the list, she read aloud the words she knew and circled them. Even then she missed a couple of words but for the most part she was much more successful. She said she really liked to read but when she actually began to read I could tell reading is a struggle for her.

Another assessment we did was the QRI but we only made it to the middle of the second page and we had to stop and read the story together. The first page alone consisted of 10 miscues out of 34 words total. After giving her the primary spelling test, I noticed that Jasmine have trouble suffixes, vowels and consonant blends.

One thing that really bothered me was the statement her teacher said. On the first day of the assessments, Jasmine’s teacher expressed that Jasmine really needed help and stressed how much. I was fine with the statement but not in its setting. The teacher made the comment while she was standing right behind Jasmine with her hand on her shoulder. The second day of our meeting, I went to pick Jasmine up from her classroom. There was a testing sign on the door but the teacher saw me through the glass and opened the door. I asked her if she wanted me to come back when she was done testing and she said, once again in front of Jasmine, “Oh no, she can come with you because she really needs the help and she’ll just put anything down on the test anyway.” I was very disappointed.

Even so, I am very eagered and determined to help Jasmine any way throughout this time that I will be working with her.